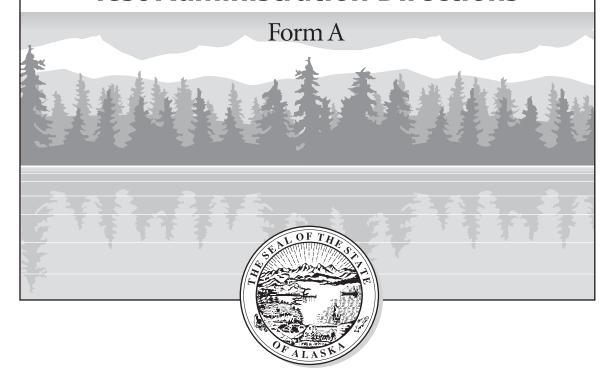


### Comprehensive System of Student Assessment Benchmark 2

### **Test Administration Directions**





The Alaska Comprehensive System of Student Assessment (CSSA) is a statewide program designed to provide information about what students know in Reading, Writing, and Mathematics, at the Benchmark grades of 3, 6, and 8. The assessments at each grade include multiple-choice and constructed-response items and, in addition, one extended writing prompt.

### **MESSAGE TO TEST ADMINISTRATORS**

### A Message from CTB/McGraw-Hill Test Developers

Because we know your time is valuable, we have designed the Test Administration Directions for Benchmark 2 to help you administer the test quickly and efficiently. A series of easy-to-follow steps will guide you as you organize testing materials, schedule testing times, administer the tests, and return testing materials.

By following the guidelines in this manual, you can help ensure that the test will work validly and equitably for all students.

### **TEST SECURITY**

The Test Administration Directions and the test books must be kept secure. Students should not be exposed to test content before the actual testing, and they should not be given extra practice on specific question formats. If students have prior knowledge of test content, results of testing can give a deceptive picture, and institutional needs may be obscured. When instruction is focused on specified test content, test scores may improve, but they probably will not be an accurate reflection of overall achievement. In other words, "inflated" scores may suggest gains that are not really educational gains. Please assume responsibility for maintaining strict security of these documents.

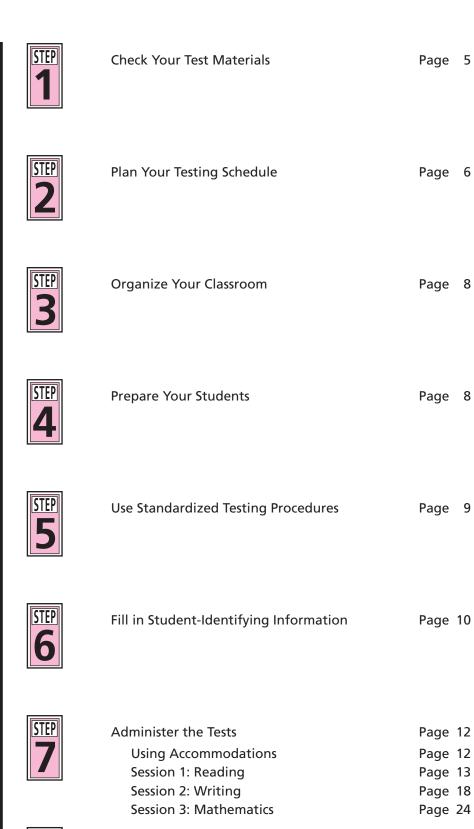
All test books and manuals, both used and unused, will be inventoried by CTB/McGraw-Hill, the test vendor, upon receipt for scoring. Results of the inventory will be provided to the Alaska Department of Education & Early Development (EED) and to each school district. To prevent any problems with the return of materials, test administrators should inventory materials immediately after every test session and store test materials securely before and after their use.

Every test book and manual, both used and unused, must be accounted for.

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### **Introduction**

### Table of Contents



Assemble Materials for Return

Transcribing Responses from Accommodated Administrations



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### **CHECK YOUR TEST MATERIALS**

Check to be sure you have the following materials. If any materials are missing, notify your District Test Coordinator.

### For the teacher

- Test Administration Directions
- test book
- preprinted student information forms, if your district is using them
- Do Not Disturb sign (not provided by CTB)
- Group Information Sheet
- return envelopes for test books

### For each student

- test book
- punch-out ruler
- sharpened No. 2 pencil with eraser (sorry, no mechanical pencils)
- extra erasers
- scratch paper for Writing and Mathematics Tests

Students may not use dictionaries, thesauruses, or other reference materials during the test. They may **not** use calculators.

### TEST BOOKS 🗹

Students mark all answers in their test books. Student-identifying information must be complete for accurate reporting. (See Step 6.)

. . . . . . . . . . . .

If a student misses part or all of a test, arrange a make-up session.

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### PLAN YOUR TESTING SCHEDULE

- Review the test and testing directions in advance.
- Allow sufficient time on the first day to complete the studentidentifying information if your district is not using preprinted student information forms.
- Administer the test on the scheduled days.
- Avoid testing just after students have had strenuous physical activity.
- Schedule testing to allow sufficient time to complete each test session.
- Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to students' fatigue level and attention span, and alter your schedule as necessary.

### **Working with Proctors**

As a general rule, one proctor for every 20 students in excess of 30 is recommended. (For example, 31 to 50 students would need one test administrator and one proctor.) Review your plans with proctors prior to testing. Proctors can help you

- arrange the testing room
- fill in or check student-identifying information
- distribute test materials
- make sure students are working in the correct place and are marking only one answer for each item
- discourage talking or sharing of answers
- collect materials at the end of the session

### **Recommended Testing Schedule**

The Alaska CSSA will take approximately 6 hours of classroom time. The test is divided into three sessions (three content areas with one two-hour session each). Within each session, there will be one monitored break of 15–20 minutes and a 2-minute stretch break every 30 minutes. Each content area should be administered on a different day. If students are still working at lunchtime, provide a monitored lunch break.

The times given below are only a guide for planning purposes. **The Alaska CSSA is <u>not</u> a timed test.** Students who are making progress but have not completed the session within the estimated time must be given as much time as they need to finish within the same testing day.

Day	Test	Estimated Time					
1 (Tuesday)	Reading Stretch break Reading Break Reading Stretch break Reading	30 minutes* 2 minutes 30 minutes 15–20 minutes 30 minutes 2 minutes 30 minutes					
2 (Wednesday)	Writing Stretch break Writing Break Writing Stretch break Writing	30 minutes 2 minutes 30 minutes 15–20 minutes 30 minutes 2 minutes 30 minutes					
3 (Thursday)	Mathematics Stretch break Mathematics Break Mathematics Stretch break Mathematics	30 minutes 2 minutes 30 minutes 15–20 minutes 30 minutes 2 minutes 30 minutes					

<sup>\*</sup> Allow an additional 10 minutes to fill in student-identifying information unless you received preprinted student information forms.

Tests should be administered according to the specific directions. However, it is permissible to change the order of the tests.

There are no time limits. Allow time for all students to finish. Be sure to give students a 2-minute stretch break every 30 minutes.

Cardboard carrels help students work individually.

Help students do their best by presenting the testing experience in a positive way.



### ORGANIZE YOUR CLASSROOM

- Plan extra time for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between students to prevent the sharing of answers.
- Eliminate distractions such as bells or telephones.
- Place a Do Not Disturb sign on the door of the testing room.



### PREPARE YOUR STUDENTS

- Help students approach the testing in a relaxed, positive way.
- Explain that the purpose of the test is to find out which skills have been mastered and which skills need further development.
- Point out that students should attempt all the questions. For many of the questions, partial credit may be earned.
- Reassure students that they will be given ample time to do their best.
- Explain that some of the questions will be multiple-choice, but for others, students will be writing their answers. They should write clearly, neatly, and thoroughly to ensure they get full credit for their answers. Students who do not address the question that is asked in constructed-response questions will receive no credit. They may print or write in cursive; it will not affect their scores. Spelling, grammar, and punctuation will count on the Writing Test, but not on the Reading or Mathematics Tests.



### **USE STANDARDIZED TESTING PROCEDURES**

**Coaching.** Be sure students understand the directions and how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. **You may not read questions, passages, or prompts to the students.** 

**Marking Answers.** Students should mark only **one** response for a multiple-choice item and should completely erase any response they do not want.

**Guessing.** Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

**Invalid Tests.** Special circumstances, interruptions, or distractions that affect individual or group performance can result in invalid tests. Students who mark multiple or random responses to test items, cheat on the test, experience sudden illness, or become unduly disturbed by the testing situation should have their tests marked as invalid. No scores will be generated for students whose tests are marked as invalid.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

See Step 8 for instructions on how to mark invalid tests.

• • • • • • • • • • • • • • •

Some school districts are using preprinted student information forms. If you received student information forms for your students, check them for accuracy. If any information is incorrect, discard the student information form for that student and complete the data grid on the front of that student's test book.

Students should print their names, the teacher's name, and the school name on the front cover of the test book in case the student information form becomes separated from the book during processing.

When a preprinted student information form is not available for a student, the data grid on the test book must be completed.



### FILL IN STUDENT-IDENTIFYING INFORMATION

If you are using preprinted student information forms, have students print their names, the teacher's name, and the school name on the front cover of the test book in the appropriate sections. Insert the student information forms inside the front cover of the test books after testing has been completed.

If you are **not** using preprinted student information forms, lead students through filling in the student-identifying information on the cover of the test book. You may need to complete this information yourself.

### **How to Complete the Data Grid**

- 1. STUDENT'S NAME: Print the LAST NAME, FIRST NAME, and MIDDLE INITIAL in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces.
  - Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
- 2. SCHOOL NAME and TEACHER NAME: Print the school name and teacher name in the appropriate boxes.
- 3. Fill in the circle for GRADE.
- 4. Fill in the circle for FEMALE or MALE.
- 5. BIRTH DATE: Fill in the appropriate circles in each column for the Month, Day, and Year of birth. If a birth day is a single digit, the ZERO circle in the left-hand column under "Day" should be filled in.
- 6. STATE ID NUMBER and DISTRICT STUDENT ID NUMBER: In the STATE ID NUMBER field, fill in the circles that correspond to the ten-digit unique Student Identification Number. In addition, if your district assigns its own student identification numbers, fill in the District Student ID Number. If the identification number has fewer than nine digits, enter the number starting in the left-most column. Leave unneeded columns on the right blank—do not fill in zeros.
- 7. Fill in the correct circle for ETHNICITY (fill in only one):

Alaska Native

American Indian

Asian-Pacific Islander

Black, not Hispanic

Hispanic

White

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**Comprehensive System of Student Assessment** 



### **Benchmark 2**

Reading ★ Writing ★ Mathematics

SUGGESTIONS FROM TEACHERS ABOUT ADMINISTERING TESTS:

"I use sticky notes to mark each SAY."

. . . . . . . . . . . .

"I move a paper clip along the page with each SAY to help me keep my place."



### **ADMINISTER THE TESTS**

Specific directions for the tests begin on the following page.

The directions you are to read aloud to the students are preceded by the word **SAY.** 

Information that is only for you and is **not** to be read aloud is *printed in italic type*.

Before administering the tests, take a moment to have your students look through the test book. Point out the STOP signs. Tell the students that whenever they see one of these STOP signs, they should not go on.

Let students know that each test takes about two hours, but it is not timed and they will be given as much time as they need to complete each test.

### **Using Accommodations**

A test administrator, teacher, proctor, or scribe will need to transcribe into an Alaska CSSA test book any responses that cannot be recorded by a student into a standard test book. Examples of responses that must be transcribed include those answered using a Braille or Large Print version of the test, as well as signed, oral, or keyboarded responses. See Step 8, Page 30, for details on transcription requirements.

Oral responses must be transcribed verbatim from the student's dictation. On completion of each question, the scribe should show the transcribed response to the student (or read it back if the student is visually impaired) and ask the student to indicate any change he or she wishes to make in the response.

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### **SESSION 1: READING**

Check to see that each student has his or her own test book and a No. 2 pencil. **Students should have filled in their names on the front cover.** 

**SAY** 

The questions in this test may be different from the types of questions you are used to seeing in a test. For some questions you will write your own answer, and for other questions you will choose your answer from a set of answer choices that are given. You will write all of your answers to the questions directly in your test book. You may write in cursive or print. Be sure to write only on the lines or in the spaces provided. Do not make any stray marks in the circles or on the bars along the edge of the page.

You should read each question very carefully and do your best to answer clearly and completely. You may look back at what you have read as often as you want. It is important to know that many of the questions in this test are worth more than one point. You can earn full or partial credit for these questions. You must respond to what is requested, write in English, and make sure that your responses are readable. No credit will be given to any response that

- is too short to score
- consists of "I don't know"
- indicates refusal to respond to the item
- consists of copying the item
- does not address the item or topic
- is not legible
- is written in a language other than English. (If part of the response is in English, that part will be scored.)

Are there any questions?

Pause to answer any questions.

**SAY** 

Open your test book to Page 1, the beginning of the Reading Test. Be sure to stay on the pages that say "Reading" at the top of the page.

Check to see that all students are on Page 1 in the test book.

**SAY** 

We will begin by doing two sample questions. You will mark your answers to the sample questions in your test book. For the first sample, fill in the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

**SAY** 

Read the sample passage on Page 1. Then do Sample A. When you have finished, stop working.

Give students time to answer Sample A. Then discuss the sample.

**T**irections

Read the short article "Fast Tracks." Then do the two sample questions.



### **Fast Tracks**

The fastest person can run about 26 miles per hour. However, there are even faster speeds in the animal world. Did you know that the ostrich can run up to 40 miles per hour? The cheetah, however, wins the race. It can dash up to 60 miles per hour when running on flat ground for short distances. Now that's impressive!

### Sample A

This passage is mostly about

- A how the cheetah wins races
- <sup>®</sup> how people can run at impressive speeds
- how some animals can run faster than people
- how the ostrich can run up to 40 miles per hour

**SAY** 

The correct answer for Sample A is choice C. The passage says that some animals, such as the ostrich and the cheetah, run faster than people.

Now do Sample B. For Sample B, you will write your answer on the lines provided.

Look at the picture next to the article. Which of the runners pictured is most likely to win a short race?

Using the information from the article, explain why you chose that runner.

**SAY** 

A correct answer for Sample B is "The cheetah would probably win a short race. The passage says that the cheetah can run up to 60 miles per hour for short distances."

Point out that giving a complete answer that is based on the passage is the best way to get full credit.

**SAY** 

You will not be scored on spelling, grammar, or punctuation in the Reading Test, but your answers must be understandable.

Are there any questions?

When you are sure that all students understand, continue.

**SAY** 

You will have a break every 30 minutes while you work on the Reading Test.

Remember to read all directions and information in the test book. When you come to the STOP sign you have finished the Reading Test.

You may go back over the Reading Test and check your answers, but do not go on to the Writing Test or Mathematics Test.

When you have finished, sit quietly until everyone is done.

As an option, you may let students read a book or work on homework, but they must turn in their test books before beginning another activity, and they must remain quiet. When you are sure that all students understand the directions, continue.

**SAY** You may begin.

Check to see that students are in the right place in the test book. There is a blue box with READING in white letters in the upper left-hand corner of each page to help you check that students are in the correct section of the test. Also make sure they are filling in circles correctly or writing responses in the correct places.

After 30 minutes,

**SAY** We will take a short stretch break now. You may stand up and stretch, but do not talk to anyone.

After about 2 minutes,

**SAY** Now you may sit down and continue to work on the Reading Test.

After 30 minutes,

We will take a longer break now. Make sure you have marked or written all of your answers clearly and that you have completely erased any marks you do not want.

Pause.

**SAY** Close your test book.

Students may use the restroom or get a drink of water but should not discuss the test. Collect and redistribute the test books if students remain in the room during the break. Resume testing after 15–20 minutes when you think your students are ready to go on.

Now be seated. Open your test book and continue to work on the Reading Test.

Check to be sure that students are in the Reading section of the test book. After 30 minutes,

**SAY** We will take a short stretch break now. You may stand up and stretch, but do not talk to anyone.

After about 2 minutes,

**SAY** 

Now we are going to finish the Reading Test. Keep working until you see the STOP sign at the bottom of the page. You may go back over the Reading Test to check your answers, but do not go on to the Writing Test or Mathematics Test.

When you have finished, sit quietly until everyone is done. (*OPTIONAL:* You may read or work on homework after turning in your test book.)

Are there any questions?

When you are sure that all students understand the directions, continue.

**SAY** You may begin.

Check to see that students are in the Reading section of the test book and are filling in circles correctly or writing responses in the correct places.

When all students have completed the Reading Test,

SAY

This is the end of the Reading Test. Make sure you have marked or written all of your answers clearly and that you have completely erased any marks you do not want.

Collect all test materials.

Distribute scratch paper along with the test books.

• • • • • • • • • •

### **SESSION 2: WRITING**

Check to see that each student has his or her own test book, a No. 2 pencil, and scratch paper. Distribute scratch paper along with the test books.

SAY

Open your test book to Page 22, the beginning of the Writing Test. Be sure to stay on the pages that say "Writing" at the top of the page.

Check to see that all students are on Page 22 in the test book.

**SAY** 

We will begin by doing four sample questions. You will mark your answers to the sample questions in your test book. For the first three samples, fill in the circle that goes with each answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

SAY

Read the directions. Then do Samples A and B. Remember to fill in the circle that goes with the answer you choose. When you have finished, stop working.

Give students time to answer Samples A and B. Then discuss the samples.

**D**irections

A student wrote a paragraph about a school game. There are some mistakes that need correcting.

After school, we checked out the big game. Playing the team from across town. The game lasted for over three hours, but it was exciting the whole time. We won in the final minute!

### Sample A

Choose the best way to write Sentence 2.

- Our team playing the team from across town.
- Having to play the team from across town.
- Our team was playing the team from across town.
- Best as it is: Playing the team from across town.

**SAY** 

The correct answer for Sample A is choice C. The best way to write Sentence 2 is "Our team was playing the team from across town" because it is a complete sentence. The other choices are not complete sentences.

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### Sample B

Where would this sentence best fit in the paragraph?

Now we're the best team in the city.

- (A) after Sentence 1
- (B) after Sentence 2
- after Sentence 3
- after Sentence 4

SAY

The correct answer for Sample B is choice D. The best place to insert the sentence "Now we're the best team in the city" is at the end of the paragraph, after Sentence 4. Since the best team is the team that won, the writer should mention the winning team before declaring that team the best in the city.

### **SAMPLE C**

SAY

Read the directions. Then do Sample C. When you have finished, stop working.

Give students time to answer Sample C. Then discuss the sample.

### **Sample C**

Choose the word that best completes the sentence.

I \_\_\_\_\_ writing a letter.

- (A) is
- are
- © am
- were

**SAY** 

The correct answer for Sample C is choice C. The sentence should read, "I am writing a letter." The other words do not go with the subject "I."

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### **SAMPLE D**

SAY

Now let's do Sample D together. There are four mistakes in this paragraph. When you find a mistake, draw a line through the word or words that are wrong and write the correction above the mistake. Read the paragraph and look for the four mistakes.

Discuss the sample. Copy the paragraph onto the chalkboard or use a projector to demonstrate how to mark the corrections.

### Sample D

There are <u>four</u> mistakes in this paragraph. Let's correct them together.

In the summer, the days are more longer, so there is time to do things I enjoy. I can ride my bike. And go swimming. I can also plays in the park with my friends.

**SAY** 

You should make the following four corrections: In the first line, you should cross out "more longer" and write "longer" above it. In the middle of the second line, you should draw a line through "bike. And" and write "bike" with no period, followed by "and" with no capital letter. Note that this counts as two mistakes, one for the period and one for the capital letter. The last mistake is at the end of the second line. You should draw a line through "plays" and write "play" above it.

Be sure that all students understand this sample. Point out that each error they correct counts as one correction and that any kind of editing mark is acceptable as long as it is clearly marked. Making changes that are not needed will not count against a student's score; only the necessary corrections count.

**SAY** Are there any questions?

When you are sure that all students understand, continue.

You will be answering multiple-choice questions and writing responses to writing prompts. Remember to fill in the circle that goes with each multiple-choice answer you choose. You may use the extra paper to plan your written responses, but remember to write the final version of each written response in your test book. Spelling, grammar, and punctuation **do** count on the Writing Test, so check these carefully.

You will have a break every 30 minutes while you work on the Writing Test.

Remember to read all directions and information in the test book. When you come to the STOP sign, you have finished the Writing Test.

You may go back over the Writing Test and check your answers, but do not go on to the Mathematics Test or back to the Reading Test.

When you have finished, sit quietly until everyone is done.

As an option, you may let students read a book or work on homework, but they must turn in their test books before beginning another activity, and they must remain quiet.

### **SAY** Are there any questions?

When you are sure that all students understand the directions, continue.

### **SAY** You may begin.

Check to see that students are in the right place in their test book. There is a light blue box with WRITING in dark blue letters in the center of the top of each page to help you check that students are in the correct section of the test. Also make sure they are filling in circles correctly or writing responses in the correct places.

After 30 minutes,

**SAY** We will take a short stretch break now. You may stand up and stretch, but do not talk to anyone.

After about 2 minutes,

Now you may sit down and continue to work on the Writing Test.

After 30 minutes,

**SAY** 

We will take a longer break now. Make sure you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Pause.

**SAY** Close your test book.

Students may use the restroom or get a drink of water but should not discuss the test. Collect and redistribute the test books if students remain in the room during the break. Resume testing after 15–20 minutes when you think your students are ready to go on.

Now be seated. Open your test book and continue to work on the Writing Test.

Check to be sure that students are in the Writing section of the test book. After 30 minutes,

**SAY** We will take a short stretch break now. You may stand up and stretch, but do not talk to anyone.

After about 2 minutes,

SAY

Now we are going to finish the Writing Test. Keep working until you see the STOP sign at the bottom of the page. You may go back over the Writing Test and check your answers, but do not go on to the Mathematics Test or back to the Reading Test.

When you have finished, sit quietly until everyone is done. (*OPTIONAL:* You may read or work on homework after turning in your test book.)

Are there any questions?

When you are sure that all students understand the directions, continue.

**SAY** You may begin.

Check to see that students are in the Writing section of the test book and that they are filling in circles correctly or writing responses in the correct places.

When all students have completed the Writing Test,

**SAY** 

This is the end of the Writing Test. Make sure you have marked all your answers clearly and that you have completely erased any marks you do not want. Place your scratch paper beside your test book.

Collect all test materials, including scratch paper.

Distribute scratch paper and punch-out rulers along with the test books.

### **SESSION 3: MATHEMATICS**

Check to see that each student has his or her own test book, a No. 2 pencil, scratch paper, and punch-out ruler. They may **not** use calculators during testing.

SAY

Now open your test book to Page 48, the beginning of the Mathematics Test. Be sure to stay on the pages that say "Mathematics" at the top of the page.

Check to see that all students are on Page 48 in the test book.

**SAY** 

You may do your work in the test book or use the extra paper to work the problems, but you may **not** use a calculator. If you do your work in the test book, be careful not to make any stray marks in the circles. Remember to fill in the circle that goes with the answer you choose or write the answer in your test book. Some problems may require you to simplify your answer or reduce it to lowest terms. Be sure to show all your final answers in your test book.

We will begin by doing some sample questions. You will mark your answers to the samples in your test book. For Samples A and B, fill in the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. For Sample C, show your work and write your answer in the space provided. Do not write beyond the lines or outside the space provided. You will use your ruler for Sample C. There is a little picture at the beginning of the problem to remind you to use it.

### **SAMPLE A**

SAY

Read the directions. Then do Sample A. When you have finished, stop working.

Give students time to answer Sample A. Then discuss the sample.

### Sample A

John has 13 red balloons and 10 blue balloons. How many balloons does he have in all?

- A 13
- B 14
- © 23
- 24

**SAY** 

The correct answer for Sample A is choice C. To solve this problem, add 13 balloons and 10 balloons to get 23.

### **SAMPLE B**

**SAY** 

Read the directions and do Sample B. When you have finished, stop working.

Give students time to answer Sample B. Then discuss the sample.

### Sample B

Tina had soup, a sandwich, and juice for lunch. Which of these is closest to the amount of money she spent all together?

- \$4.00
- **B** \$5.00
- © \$6.00
- \$7.00



SAY

The correct answer for Sample B is choice C. The cost of soup, a sandwich, and juice is closest to six dollars.

### **SAMPLE C**

**SAY** 

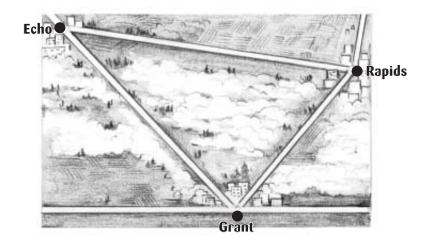
Read the directions and do Sample C. Remember to use your ruler. When you have finished, stop working.

Give students time to answer Sample C. Then discuss the sample.

### Sample C



Use the centimeter side of your ruler to help you solve this problem.



### **SCALE**

1 centimeter = 1 kilometer

Janice rode her bicycle from Echo to Rapids, and then from Rapids to Grant. About how far did she ride in all? Show your work in the space below.

Answer: \_\_\_\_\_ kilometers

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SAY

You should have used your ruler to measure the distance from Echo to Rapids (about 8 centimeters) and from Rapids to Grant (about 5 centimeters), for a total of about 13 centimeters. Using the scale, 13 centimeters converts to 13 kilometers. You should have shown your work and your answer in the space provided.

Point out that giving a complete answer showing all work is the best way to get full credit.

**SAY** 

You will not be scored on spelling, grammar, or punctuation in the Mathematics Test, but your answers must be understandable.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY

You will have a break every 30 minutes while you work on the Mathematics Test.

Remember to read all directions and information in the test book. When you come to the STOP sign, you have finished the Mathematics Test.

You may go back over the Mathematics Test and check your answers, but do not go back to the Reading Test or Writing Test.

When you have finished, sit quietly until everyone is done.

As an option, you may let students read a book or work on homework, but they must turn in their test books before beginning another activity, and they must remain quiet.

**SAY** Are there any questions?

When you are sure that all students understand the directions, continue.

**SAY** You may begin.

Check to be sure that students are in the right place in the test book. There is a box with MATHEMATICS in blue letters on the upper right-hand corner of each page to help you check that students are in the correct section of the test. Also make sure they are filling in circles correctly or writing responses in the correct places.

After 30 minutes,

**SAY** 

We will take a short stretch break now. You may stand up and stretch, but do not talk to anyone.

After about 2 minutes,

**SAY** 

Now you may sit down and continue to work on the Mathematics Test.

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SAY

We will take a longer break now. Make sure you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Pause.

**SAY** Close your test book.

Students may use the restroom or get a drink of water but should not discuss the test. Collect and redistribute the test books if students remain in the room during the break. Resume testing after 15–20 minutes when you think your students are ready to go on.

Now be seated. Open your test book and continue to work on the Mathematics Test.

Check to be sure students are in the Mathematics section of the test book. After 30 minutes,

**SAY** We will take a short stretch break now. You may stand up and stretch, but do not talk to anyone.

After about 2 minutes,

**SAY** 

Now we are going to finish the Mathematics Test. Keep working until you see the STOP sign. You may go back over the Mathematics Test to check your answers, but do not go back to the Reading Test or Writing Test.

When you have finished, sit quietly until everyone is done. (*OPTIONAL*: You may read or work on homework after turning in your test book.)

Are there any questions?

When you are sure that all students understand the directions, continue.

**SAY** You may begin.

Check to be sure that students are in the Mathematics section of the test book and are filling in circles correctly or writing responses in the correct places. When all students have completed the Mathematics Test,

SAY

This is the end of the Mathematics Test. Make sure you have marked all of your answers clearly and that you have completely erased any marks you do not want. Place your punch-out ruler and scratch paper beside your test book.

Collect all test materials, including scratch paper.



### ASSEMBLE MATERIALS FOR RETURN

After your testing is complete, check students' test books and ensure the following:

- All student-identifying information is complete and correct.
   The Birth Date section and the State ID Number and District
   Student ID Number fields must be filled in properly. This information is used to verify student identity when other information is insufficient. If this information is on a preprinted student information form, insert the form inside the front cover of the test book. Make sure the names on the student information form and the test book correspond.
- The first column of the Teacher's Use Only field (located on the inside front cover of the test book) is filled in with any code(s) applicable to the student:
  - 1–Free or Reduced Lunch or TANF (formerly AFDC)
  - 2-Limited English Proficient
  - 3-Migrant Education
  - 4-Disabled
  - 5-Gifted
  - 6–The student is in or has been enrolled in a vocational education class.
  - 7-Large Print
  - 8-Braille
  - 9-Accommodation used for disabled student
  - 10-Modified administration\*
- For any student who did not take part or all of a content area test, mark the reason for each missed content area. Fill in the appropriate circle on the inside front cover of the student's test book.
  - 1-Absent
  - 2-Student Refusal
  - 3-Parent Refusal
  - 4-Illness
  - 5–Other

Sort and store unused materials according to instructions from your District Test Coordinator.

<sup>\*</sup>Changes to a testing situation that alter what the test measures or the level of performance that must be met are called test modifications. Modifications are changes to the setting, scheduling, timing, presentation, or response format of a test. For example, when the questions on a reading test are read to an examinee, the test results do not represent reading ability. Similarly, when a calculator is used on a test of basic mathematics competencies, it is a skill other than computation that is being measured. Other modifications can alter the level of performance expected on a test, such as administering a Grade 6 test to a Grade 8 student. Modifications are not the same as test accommodations. An accommodated test produces valid test results, while a modification produces invalid test results.

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Special circumstances, interruptions, or distractions that affect individual or group performance can result in invalid tests. Students who mark multiple or random responses to test items, cheat on the test, experience sudden illness, or become unduly disturbed by the testing situation should have their tests marked as invalid.

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- All circles that students intended to mark are filled in completely.
- All stray pencil marks are erased.
- All erasures are complete.
- All invalid tests are clearly marked as invalid. For any invalid test,
  fill in the small diamond that appears at the bottom of the first page of
  that content area in the test book. Also, fill in all of the circles for the first
  five multiple-choice questions for that content area.
- Scratch paper and punch-out tools are not in the test books.

Complete and check a Group Information Sheet (GIS) for each grade tested. The Teacher Name, School Name, Number of Students Testing, and Grade must be hand-entered. Also fill in the District/School Number in the Special Codes section starting in column A. The other fields in the GIS can be left blank. Check the hand-entered data for accuracy.

Transcribe responses that are not recorded in a standard CSSA test book. See directions below.

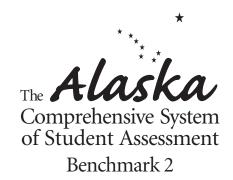
Put the used test books with the completed GIS on top in the white envelope marked "For Test Booklets."

Return all materials to your District Test Coordinator, including all unused materials and scratch paper. **Every test book and manual must be accounted for, both used and unused.** 

### **Transcribing Responses from Accommodated Administrations**

A test administrator, teacher, proctor, or scribe must transcribe into an Alaska CSSA test book any responses that cannot be recorded by a student into a standard test book. Examples of responses that must be transcribed include those answered using a Braille or Large Print version of the test, as well as signed, oral, or keyboarded responses.

The transcription must include all mathematical errors as well as errors in spelling, punctuation, sentence structure, syntax, etc. Make sure that the grade and form of the standard test book used for the transcription match the grade and form of the test book used by the student. Return any used Braille or Large Print test books with the unused materials to your District Test Coordinator after an accurate transcription has been made into a standard test book.



### **Test Administration Directions**Form A

CTB/McGraw-Hill

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